

AGENDA

February 2, 2004 - Lexington

February 6, 2004 - Louisville

Welcome and Introductions

History of Comprehensive School Reform (CSR)

SISI, Variance Points, CSIP and CSR

What does Comprehensive School Reform mean?

What does Scientifically Based Research mean?

Selecting a Model

Submitting a Grant Proposal

Finding 1: High Performing Schools Have Clear, High Goals and Consistent Approaches

Finding 2: ALL Students in Curriculum Lined Up With Those Goals

Finding 3: Leading Districts/Schools Provide Extra Instruction for Students Who Need It

Finding 4: Good Teaching Matters More Than Anything Else

LISTENING TEAMS

Role

Assignment

Questioners

After the lecture, ask at least two questions about the the eleven components of a CSR program.

Agreers

After the lecture, tell which points your team thinks would be the easiest for your school to address when developing a comprehensive school reform program.

Nay Sayers

After the lecture, comment on which points your team found as barriers for your school in developing a comprehensive school reform program and explain why.

Example Givers

After the lecture, explain specific examples or applications for at least one CSR component.

BRIDGING THE GAP

SOLUTIONS TO GAPS

COMPONENTS
<u><i>a. Effective, Research-Based Methods</i></u> <ul style="list-style-type: none">• Model addresses school's needs• Model addresses the 11 CSR components• Model integrates and incorporates innovative strategies and proven methods for student learning, teaching and school management
<u><i>b. Comprehensive Design with Aligned Components</i></u> <ul style="list-style-type: none">• Goals of the program are defined• Goals of the program are linked to the need for reform• Comprehensive reform program aligns the school's curriculum,• Comprehensive reform program is aligned with the technology plan• Comprehensive reform program is aligned with the equity plan• Comprehensive reform program is aligned with the consolidated plan• Comprehensive reform program is designed to enable all students to meet challenging state content and performance standards
<u><i>c. Program Based on Scientific Research</i></u> <ul style="list-style-type: none">• Scientifically based research describes how the CSR program has been found to significantly improve academic achievement or has strong evidence to that it will improve student achievement
<u><i>d. Professional Development</i></u> <ul style="list-style-type: none">• Comprehensive program outlines a three year professional development timeline and identifies providers• Professional development plan includes strategies that are long-term, job imbedded and tied to professional growth plans• Professional development plan is aligned with student performance goals
<u><i>e. Measurable Goals and Benchmarks</i></u> <ul style="list-style-type: none">• Benchmarks have been written and submitted for review• Benchmarks are designed to determine progress toward implementing the CSRD program• Comprehensive plan includes a method for monitoring progress of benchmarks

COMPONENTS

f. Support within School

- All staff have been informed about the CSRD program
- All staff are implementing the CSRD program
- SBDM council regularly reviews implementation and achievement progress

g. Support for Staff

- Builds leadership
- Provides for shared leadership
- Recognizes academic achievements

h. Parental and Community Involvement

- Parents are continually informed and updated on the CSRD program
- Parents are meaningfully involved in the implementation of the CSRD program

i. External Technical Support

- An external facilitator has been trained to complete the SOMs
- Central Office staff is involved in implementation and monitoring
- External resources have been identified and included in the long-term professional development plan

j. Evaluation Strategies

- SBDM council and staff review state assessment data on a regular basis
- Model provider's assessment data is analyzed on a regular basis
- Consolidated plan and CSRD program have been revised to reflect changes based on data analysis

k. Coordination of Resources

- Other resources are being used to implement the CSRD program
- CSRD funds are incorporated in the consolidated plan budget

National Clearinghouse on Comprehensive School Reform

The Eleven Comprehensive School Reform Program (CSR) Components

By addressing and aligning with eleven CSR program components related to schoolwide improvement, schools qualify for CSR funding. Via application to state competition, schools must demonstrate that they have planned a “comprehensive” program, as defined by the eleven components listed below:

- Employs proven methods and strategies based on scientifically based research
- Integrates a comprehensive design with aligned components
- Provides ongoing, high-quality professional development for teachers and staff
- Includes measurable goals and benchmarks for student achievement
- Is supported within the school by teachers, administrators and staff
- Provides support for teachers, administrators and staff
- Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
- Uses high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement
- Plans for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually
- Identifies resources to support and sustain the school's comprehensive reform effort
- Has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students

US Department of Education

Eleven Components of a Comprehensive School Reform Program.

Schools are required to implement a comprehensive school reform program that:

- Employs proven methods and strategies based on scientifically based research
- Integrates a comprehensive design with aligned components
- Provides ongoing, high-quality professional development for teachers and staff
- Includes measurable goals and benchmarks for student achievement
- Is supported within the school by teachers, administrators and staff
- Provides support for teachers, administrators and staff
- Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
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FEPSI

Start

GLOSSARY

AEL, Inc.- education lab that jointly coordinates the formative evaluation of comprehensive school reform for the schools with CSRD grants.

CREP (Center for Research in Educational Policy)- located at the University of Memphis, jointly facilitates formative evaluation of comprehensive school reform initiatives along with AEL.

CSR Model- a commercially or locally designed research-based program that has been selected as a part of the comprehensive school reform program to address one of more of the nine components described in the CSRD legislation.

CSRD (Comprehensive School Reform Demonstration)-a federally funded program that integrates, in a coherent manner, all nine components of the CSRD legislation. CSRD aims to assist schools in implementing reforms that help all children meet challenging state content and performance goals. The initiative focuses on reorganizing and revitalizing entire schools rather than on implementing isolated program(s).

CSRD implementation benchmarks- a rubric that describes stages of implementation of a CSRD program's primary operational components and overall goals, and used to assess a school's progress as it proceeds through those steps.

External facilitator- a person not affiliated with the school or district trained and assigned to assist schools with the implementation of school reform initiatives. In Kentucky, a HSE or central office employee may perform the external facilitator responsibilities.

FEPSI (Formative Evaluation Process for School Improvement)- a process, which includes reliable instruments that have been professionally validated and used in hundreds of schools across the nation, for evaluating school reform efforts during their implementation.

HSE (Highly Skilled Educator)

LEA (Local Education Agency)- the local school district

MOA (Memorandum of Agreement)- a financial agreement between the school district and KDE for the district to be the financial agent for the CSRD grant money.

Model Developer- the person or company that designed the research-based education model including curriculum and instructional strategies.

SEA (State Education Agency)- the State Department of Education.

Site Facilitator or Model Site Facilitator- person employed by the district and housed at the school to assist in the implementation of a research-based model.

Site Researcher- person, employed by AEL, primarily responsible for the school-level data collection for the formative evaluation process.

SOM (School Observation Measure)- an observation instrument used by a CSRD site researcher or other facilitator to record and develop a summary of ten 15 minute classroom observations conducted in a single day at one school.

GRANT WRITING TIPS

The following tips are taken from the *Federal Assistance Monitor* and *The Grantsmanship Center*.

Basic Information

- ◆ Basic rules of proposal writing: don't ask for more than you need; take your time writing the proposal; never lie; and don't waste time - get straight to the point.
- ◆ A few other writing hints: avoid filling your proposal with jargon; begin each section with a strong, clear sentence; don't go overboard, but do try to make your proposal interesting to read; check the instructions for the preferred format, typestyle, etc.
- ◆ Always work to a timetable. Make sure you have enough time to complete your application so it meets the deadlines.
- ◆ Remember that often the key to a strong proposal is simplicity. Don't waste words, keep things clear, factual, supportable, and professional.
- ◆ Don't assume anything. Use full titles/descriptions of "things" not abbreviations. Often grant readers are unfamiliar with the topic, specific programs and information the grant applicant uses every day. Explain anything that is specific to the school/state/initiative.
- ◆ Address every section in the application.

Needs Assessment and Goals

- ◆ Before starting the application process, be clear about what you want to accomplish. Draw up a long-range plan that projects goals at least five years ahead.
- ◆ Describe the school's purposes and goals.
- ◆ Don't just write about the existence of the problem you intend to solve. Prove it with statistics and any other measurable data.
- ◆ The needs assessment must relate to purposes and goals.
- ◆ Purposes and goals are of reasonable dimensions-not trying to solve all the problems of the world.
- ◆ Have at least one goal for each problem or need committed to in the needs assessment.

Evaluation

- ◆ The key to a strong proposal is proving the likelihood that it will achieve its goals. Result areas should always be clearly determined and measurement indicators should be outlined. It may not be easy to do, but the value of having clear performance standards can't be underestimated.
- ◆ The evaluation should clearly state criteria of success and describe any evaluation reports to be produced.

Budget

- ◆ Know your budget. It needs to be realistic and give credibility to your entire proposal. Present the budget separately from the rest of the application and make sure the figures are correct and that the budget accurately reflects your needs. Keep a record of how you arrived at your costs.
- ◆ The budget should tell the same story as the proposal narrative.
- ◆ The budget should not contain unexplained amounts for miscellaneous or contingency funds.
- ◆ The budget should contain all items paid for by other sources and should be sufficient to perform the tasks described in the narrative

